

# PUBLICATIONS

RELATIVE TO THE

## PENNSYLVANIA INSTITUTION

FOR THE

INSTRUCTION OF THE BLIND,

LOCATED IN

Philadelphia.

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### I.

Observations on the Instruction of Blind persons, in a Letter to Roberts Vaux, John Vaughan, and Robert Walsh: by Julius R. Friedlander.

### II.

Proceedings of the Association for establishing a School for the education of the Blind in Philadelphia, for the State of Pennsylvania, under J. R. Friedlander.

### III.

Account of the first Exhibition of the Blind Pupils in the Pennsylvania Institution, held at the Musical Fund Hall, Nov. 21, 1833.

### IV.

An Address to the Public, distributed at the same Exhibition. By J. R. Friedlander.

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Statement of the number of Blind in Pennsylvania.

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PHILADELPHIA.

1833.



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# OBSERVATIONS

ON THE

INSTRUCTION OF BLIND PERSONS,

IN A

**LETTER**

TO

ROBERTS VAUX, JOHN VAUGHAN AND ROBERT WALSH,

ESQUIRES.

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BY JULIUS R. FRIEDLÄNDER.

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*PHILADELPHIA :*

PRINTED BY THOMAS KITE & CO.

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1833.

## INTRODUCTORY NOTE.

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THE annexed communication is published with a hope, that it will interest public spirited and benevolent citizens in behalf of the proposition to Instruct the Blind. The services of the intelligent and estimable writer, who is fully equal to the duty of imparting knowledge to this class of persons, should be secured for our city and state. After sufficient time is afforded for the general perusal of this letter, it is contemplated to call a meeting of such gentlemen as may be disposed to promote the object, and to organize an Association for carrying the plan into effect.

The plan can be recommended with the greater confidence, as a singular instance of talent in a Blind person was exhibited by Dr. Moyse in this city, who many years ago gave a most interesting and popular course of lectures on Natural Philosophy.

# LETTER.

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PHILADELPHIA, JANUARY 7, 1833.

ROBERTS VAUX, JOHN VAUGHAN, ROBERT WALSH, ESQUIRES.

GENTLEMEN,

CONFORMABLY to your desire, I shall endeavour to communicate to you a few cursory remarks upon the subject of an Institution for the Education of the Blind, and its essential advantages; and will hereafter give my views more fully.

That persons who are born blind, or those who have become so through misfortune at an early age, are susceptible of education, is sufficiently proved by experience; and, indeed, those who are endowed with natural talent, can, by proper instruction and assistance, attain an incredible proficiency. Experience for a long time past has induced the establishment of public and private institutions, in most parts of Europe, and also in the United States, which have excited a general interest, and are at this moment bright examples of humanity, well calculated to affect in the most pleasing manner the sensibility of the philanthropist.

The earliest records of history inform us of many remarkable blind persons, and almost every age has exhibited numerous instances of them, of whom permit me to quote a few in support of my position.

Hulderich Schoenberger, born at Weidu in 1601, became blind in his third year. He was very much neglected in his youth; but when sent to school to pass away his tedious hours, he caught up very quickly what he heard, and unfolded his dispositions. He studied at the academy at Altdorf, became, at Leipsic, master of arts, and went afterwards to Holstein, where he taught with approbation, and some years later he gave lectures. He understood not only his native language, but also the French, Latin, Greek, Hebrew, Syriac, and also the Arabic, in which he gave instruction. He wrote the Oriental languages by means of letters formed of wire, in which he likewise instructed. In mathematics, and natural and moral philosophy, his knowledge

was extensive. He played upon different instruments, particularly on the organ, which he manufactured himself. At Koenigsberg, he held disputations about colours, and the rainbow, and explained the origin of the colours. He played very well at ninepins; shot right at a mark, when its place was pointed out to him by knocking.

Rolli, born at Rome in 1685, became blind in his fifth year; he acquired a great knowledge in medicine, and a high degree of proficiency in mathematics. He was also a poet, and wrote different kinds of poetry, among which the tragedy of Porsenna is in print.

The celebrated Saunderson, at Thurleston, in the year 1682, became blind in his second year; by industry he acquired an extensive knowledge of the dead languages, particularly of the Latin. Besides music, in which he distinguished himself on the flute, mathematics was his favourite occupation, and he raised himself in it so high, that he drew the attention of his contemporaries. He enjoyed the friendship of Sir Isaac Newton, on whose works he gave lectures, and was nominated by a mandamus from George II. as a Doctor of Law and Professor at the University of Cambridge. The Royal Society of London elected him one of their members, and after his death the University of Cambridge published his mathematical works. Saunderson was married and had a daughter who could see.

Griesinger, born at Worms in the year 1638, became blind in his third year: he began to study in his nineteenth year, learned eight languages, disputed with applause at Gena, where he became master of arts. In 1693 he was employed as a preacher at St. George's Hospital at Koenigsberg. Several of his disputations and one sermon are printed.

Gough became blind in his earliest year. He wrote different disputations on natural philosophy and chemistry, of which one was read before the Philosophical Society at Manchester.

Peter Hureng of Caen in Normandy, became blind in his ninth year, and could repair all kinds of watches. He knew the defects of the watches by feeling.

Therese V. Paradies, born at Vienne in 1759, became blind in the second year of her age. She was finely educated, and played on the piano in high perfection. She gave concerts at Paris, London and Berlin with great applause, and instructed herself in Vienne.

Poingon, born blind, was a pupil of the Paris Institution, and obtained in the year 1805 the premium in the mathematics (Lycée Charlemagne.)

Galliott, also a pupil of the same Institution, is a splendid musician, particularly on the violin. Besides other objects of science, he is a very good printer. His wife, a very good musician too on



the piano, has also been a pupil of the same establishment. They are the parents of a girl who can see, and has a great talent for music.

Geipels, a blind man in the paper mill at Plauen, is the inventor of a waterpress, by which two men, by the help of water-power, in one minute and a half execute as much as six or eight men could do in five minutes. The paper prepared after his prescription by the waterpress, becomes more firm, and receives the sizing better.

Joseph Kleinbars, born at Nauders, in Tyrol, became blind in his fourth year. He made crucifixes and holy figures of wood, in which all parts were in due proportion, and which expressed affliction, delight, and other affections of the mind. He made statues from less than a foot high to the common size of the human body, which would do honour to many clear-sighted artists. He also carved in great perfection heads or busts of living persons, which he took off by feeling either from nature or from casts.

Jacob Braun was born in 1795, and became blind in the third year of his age. He was the first pupil with whom Director Klein at Vienne, made the first experiment to discover his power of receiving education, and upon which successful experiment was founded the Institution for the Blind at Vienne. Braun was profoundly instructed in reading, writing, arithmetic, history and in geography, as in music. He could moreover perform many handiworks, such as making laces, baskets, &c. He also learned turner's and joiner's work. In both of these he succeeded so well, that he can execute very fine works, and is now himself a teacher in the same Institution. He purchases all the wood that he wants, knows good wood from bad by feeling, judges of its value and utility, and knows how to employ it in the most economical manner.

Many more instances might be added to show that blind persons, (even by their own unaided exertions) may acquire the knowledge of arts that render their existence at once useful and agreeable; this shows the importance of directing their efforts, towards shortening and facilitating their labours, by means of a suitable education, which will inspire them with courage and hope, rescue them from idleness, and make them not only useful, but often valuable members of society.

These views have been acknowledged by a number of judicious men, and successful experiments of the cultivation of the blind, (an inestimable blessing to this unfortunate race) have corresponded with them.

The noble philanthropist Haüy, established first in Paris, in the year 1784, an institution for the blind, and to this excellent example, all the existing institutions are much indebted. Their progress to a greater perfection was a security for its undisputed

benefit. Boston offers us a nearer example. The existing institution there, which has made a very favourable beginning, has Mr. Tranchery, a blind person, for its principal teacher, who has received an excellent education in the Paris Institution; and will no doubt fill his station with success. Beside him, there are several others, whom I knew in the Institution of Paris, who might be employed in a similar manner, which, by the increase of such institutions, will be requisite.

The exertions in the different states to form institutions for the blind, to give them an education conformable to their situation, is a striking proof that the want of them is every where felt, and that it will not only add honour to a state to adopt, as it were, those unfortunate and helpless beings, but a great benefit may arise therefrom, as it thereby creates so many more happy citizens, and removes numerous beggars, the sight of whom must be painful to every feeling heart.

The lately established institution in New York, held a short time since a public examination, which excited great interest, and there is no doubt that it will succeed.

The trial I have made here during a very short time with one blind boy, has, by its success, excited in you and many others the desire to establish a school for the blind in this city. I dare believe myself, conscientiously, equal to this undertaking, and under the patronage of benevolent persons, it would not be too hard a task for me to emulate the existing institutions.

My ideas for establishing such an one in Philadelphia, are the following: in the first place, there does not offer any where a better opportunity than in this place. According to Mr. Wills's testament, a house is building in Race street, which very probably will be finished the ensuing spring. This building has been destined by that charitable man for an Asylum for the Blind and Lame. Who does not hereby remember the fable of the blind and lame?

Heterogeneous as is this union of those two unfortunate classes, still the object of the philanthropic testator is praiseworthy, and that house in future might be of great service to us, as an auxiliary, although it cannot as a principal building, because the lame and the blind cannot be mixed together, consistently with the objects of the education of the latter, and it does not appear large enough to be divided into separate apartments. But after that education shall be completed, the building may be used very advantageously for the benefit of the blind. In every institution of this kind, it is necessary to have a house adjoining the principal one, for the use of those pupils who are orphans or destitute, so that, when they leave the school, they may enter there, and pursue what they formerly learned, to gain a livelihood, and be kept



in due order and under proper direction, and in this way Mr. Wills's building might be used.

Concerning this matter, I shall at some other time explain more at large the indispensable necessity of this establishment.

This, however, is a matter of secondary consideration, nevertheless, it is a fact which admits of no dispute, that blind persons, during the course of their education, must be entirely separated from all other influences.

The most certain, and the shortest way to attain our object, may be that of raising a subscription; much charity is bestowed upon the poor blind, how much better will it be to spend it for the benefit of an institution which will endeavour, and has the power to elevate such dependent people to the rank of useful men, to make blind persons of rich or easy families, happy members of society.

Should we not be able to obtain the house in Race street, according to our desire, it will be necessary to rent a house well situated, if possible with a garden, under the management of a man and woman, who will, at the same time, have the care of the pupils. Furthermore, I should want an assistant, whom I will instruct in the beginning, in order to aid me in different objects of instruction, as I shall have so much to do with the direction of all and with the preparation of different things, by which I think to save in the beginning a great deal of expense.

This is most essential to remark, and what is requisite for our commencement. Afterwards, with perhaps eight or twelve pupils, I confidently assert, that in a very short time our undertaking must increase of itself, and I am sure, the state of Pennsylvania herself, (that contains five hundred and three blind persons,) will bestow her attention upon this matter, which is really worthy of it; till then I place confidence in the humanity of the inhabitants of Philadelphia, for the common benefit, and hope they will help to erect and strengthen an institution by charitable contributions, which will promote the happiness and prosperity of those unfortunate beings who are deprived of the light of heaven, the greatest blessing of life, and which at a future time will be a noble monument of our age, and will secure the gratitude of after generations.

One thing I have yet to mention here, I mean the qualifications of pupils to be admitted. The requisite age I have already spoken of, is from seven to fourteen, but, with particular exceptions, older persons may be also admitted. Undoubtedly that age is the most desirable, and, according to the statement of the whole number of blind in Pennsylvania, it may be, that about a tenth part number those years, consequently all the blind of the young generation of the state could be admitted, with certain

qualifications, when the establishment shall be extended to about fifty pupils.

Occasionally I expect to explain to you every thing else worth knowing about these matters.

Finally, I add to you hereby my testimonials, by which you can know my former relations. Having been during three years as a teacher in the public institution for the blind in Baden, I am now here, with the ardent desire, and, I trust, the capacity to be useful to unfortunate humanity.

Your most obedient,

J. R. FRIEDLANDER.

*Recommendations.*

I do hereby unsolicited and with pleasure testify, that Mr. J. R. Friedländer was two years and seven months in my house employed as a tutor. He gained in every respect my perfect satisfaction, and deserves an unlimited praise on account of his deportment and character, which were entirely faultless and honest. I should have kept him still longer in my service, were it not his own wish to change his future destination. My hearty gratitude accompanies him on his voyage for his amiable treatment of my children, and the interest he always felt for them.

CHARLES EGON,

Prince of Furstenberg.

*D'Onaueshingen, 6th May, 1828.*

I with pleasure hereby testify, that the bearer of this, Mr. J. R. Friedländer, who devoted his studies in the year 1828, to the instruction of the blind in the institutions of Paris and London, and who officiated as my secretary, and was subsequently teacher in Bruchsal, at the asylum for the blind, has by his industry and knowledge, and by his deportment and his performance in his profession, as likewise on all other occasions, always won my especial satisfaction. I therefore consider it my duty to recommend him particularly to every person, and sincerely wish him many patrons and friends in his new undertaking in the United States.

WILLIAM,

Margrave of Baden.

*Carlsruhe, 19th Jan'y, 1832.*

# PROCEEDINGS

OF

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THE ASSOCIATION FOR ESTABLISHING A SCHOOL  
FOR THE EDUCATION OF THE BLIND,

IN

PHILADELPHIA AND PENNSYLVANIA,

UNDER

J. R. FRIEDLANDER.

PHILADELPHIA:

PRINTED BY JAMES KAY, JUN. & CO.

Race above Fourth Street.

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## INSTRUCTION OF THE BLIND.

AT a meeting of a number of citizens held at the Philosophical Hall, January 21st, 1833, to consider the propriety of establishing a School for the Blind,

P. S. DU PONCEAU, Esq. was called to the chair, and JOHN VAUGHAN appointed Secretary.

Mr Roberts Vaux submitted the following Preamble and Resolutions, which were adopted:

Benevolent and learned individuals have of late years been successful, in devising and applying means for the intellectual instruction of blind persons, which, in addition to teaching them several of the more simple mechanical arts, greatly alleviates their physical privations, and elevates their moral condition. It is known that in Pennsylvania upwards of five hundred individuals labour under the affliction of loss of sight, and that a considerable number of them reside in Philadelphia. Of these, many no doubt would cheerfully pay for instruction, and those who are not of ability to do so, are entitled to assistance, so that all who are objects of sympathy and regard in this respect, may enjoy the valuable opportunity, for the cultivation of their minds.

With facts and considerations of this kind before us, it may be regarded as a happy circumstance, that J. R. Friedlander, well qualified to instruct the blind, has come to Pennsylvania, and is prepared to devote himself to this important and honourable service in our city. This estimable gentleman has brought with him from Europe testimonials of his private worth, attested by several distinguished characters in his native land, and since his residence of a few weeks here, he has imparted several branches of knowledge to a blind youth, whose

proficiency is highly interesting, and fully establishes the practical nature of the methods of the teacher.

In order therefore to ascertain whether J. R. Friedlander can be employed in the Wills Institution, or in what other way he can be engaged in this useful duty and occupation:

*Resolved*, That Peter S. Du Ponceau, Roberts Vaux, Joshua F. Fisher and John Vaughan be a committee with authority to transmit a copy of the proceedings of this meeting to the Councils of the City of Philadelphia, and to confer with any members of those bodies who may be charged with the subject of securing the services of J. R. Friedlander.

*Resolved*, That should it be deemed inexpedient for the City to engage him under the Wills Legacy, then that the committee be requested to consider and digest a plan by which upon a small scale an association may be formed and an opportunity be afforded for the instruction of blind persons under his direction, to be supported by pay pupils and contributions of benevolent citizens for those who cannot defray the expense of tuition, &c.

*Resolved*, That the proceedings of this meeting be published in the City papers, signed by the Chairman and the Secretary.

PETER S. DU PONCEAU, *Chairman*.

JOHN VAUGHAN, *Secretary*.

At an adjourned meeting of the friends of this interesting object, held at the Philosophical Hall, February 21, 1833, PETER S. DU PONCEAU, Esq. in the chair, JOHN VAUGHAN, Secretary,

Mr ROBERTS VAUX, from the committee appointed at the former meeting, submitted their Report, which was accepted, viz.

The undersigned, appointed at a meeting of a number of citizens to establish a school for the blind, held on the 21st January, respectfully report—

That in conformity with the instructions given them, they transmitted a copy of the proceedings to the Councils of the City of Philadelphia, who referred them to the Committee charged with the care of the Wills Legacy. An interchange of opinion with those gentlemen, whilst they fully approved of, and were disposed to promote the object, led however to the conclusion, that the intention of the benevolent individual



for whom the corporation is trustee, would not allow the application of his bequest for the instruction and care of the blind, according to the proposition offered. The declared purpose of the testator in appropriating his estate, being to erect and maintain a *hospital* for the blind and lame.

Failing in that quarter to accomplish the contemplated design, your committee have, in further compliance with the duties assigned them, prepared an essay of a constitution, which is herewith submitted.

They are of the opinion that a disposition exists among many of their fellow citizens, voluntarily to contribute the amount needful to warrant the formation of an institution for the intellectual cultivation of the blind, on a small scale, as an experiment. They trust that an early and efficient attention to this interesting work, in providing funds, &c. will enable the Association to secure the services of J. R. Friedlander as the Principal, without whom the plan will be entirely frustrated. This talented and estimable gentleman has remained several months in our city, anxious to devote his knowledge to this valuable pursuit, and if an engagement be not soon formed, he will feel himself at liberty to accept employment offered to him from various other quarters.

Impressed with these considerations, your committee earnestly recommend the immediate organization of an association on the principles suggested.

PETER S. DU PONCEAU,  
JOHN VAUGHAN,  
ROBERTS VAUX,  
J. FRANCIS FISHER.

*Philadelphia, Feb. 21st, 1833.*

The Essay of a Constitution mentioned in the Report of the Committee was read, as follows:

We, the subscribers, desirous of laying the foundation of an Institution for the instruction of blind persons, in intellectual knowledge and mechanical arts, associate for that purpose under the following Constitution.

ART. 1.—Its title shall be, The Pennsylvania Institution for the Instruction of the Blind. It shall be located in Philadelphia.

ART. 2.—The Institution shall be supported by donations; by legacies;\* by such aid as the Legislature may be pleased to afford; by payments for the education of the children, by the parents, or others who may be willing to make them; by annual or by life subscriptions of the members.

ART. 3.—Any person may become a member who shall agree to this constitution and pay in advance a sum not less than three dollars per annum; or in lieu thereof, a gross sum not less than thirty dollars, which shall constitute him a member for life.

ART. 4.—The officers of the Institution shall be a Patron, who shall be the Governor of the State for the time being; a President, four Vice-Presidents, a Corresponding Secretary, a Recording Secretary, a Treasurer, a Consulting Physician, and two Visiting Physicians, and a board of twelve Managers. The officers to be, ex officio, members of the board. There shall also be six Female Visitors, to be chosen by the managers; whose duties, as well as those of the officers, shall be such as are implied by their titles, or pointed out by this constitution, or by the laws and by-laws which may hereafter be adopted. But the number of Vice-Presidents may be increased by the by-laws as circumstances may require in extending the benefits of the Institution throughout the state.

ART. 5.—The Board of Managers shall meet once at least in every month, when the President, or if absent, a Vice-President in rotation, or if both absent, a Chairman appointed by the members shall preside, and shall have a casting vote when the members, are equally divided on any question. The managers are empowered to provide a building for the accommodation of the Institution; appoint the Instructors and all other agents needful for carrying the plan into full effect; may make by-laws and such other regulations as may be necessary and are not inconsistent with this constitution, and in case of the death or resignation of any of the officers, may fill the vacancies to serve till the next annual election. They shall make a report to the Association at the annual meetings convened for that purpose,

\* *Form of a Legacy.*—I hereby give and bequeath unto THE PENNSYLVANIA INSTITUTION FOR THE INSTRUCTION OF THE BLIND, located in Philadelphia, and their successors for ever (if real Estate) all that, &c., (if personal) the sum of, &c.

and for the election of officers, which shall take place on the first Monday in the month of March of each year after the present one.

ART. 6.—The Secretaries and Treasurer shall keep regular books of their transactions, and the last mentioned shall, at the annual meeting of the association (or oftener if required by the association or the managers), furnish a statement of his accounts, which shall be previously examined by a committee of the managers to be appointed for that purpose.

ART. 7.—All by-laws made by the managers must be proposed in writing at one meeting, and adopted at a subsequent meeting, to become binding.

ART. 8.—A meeting of the Association may be called by the managers when deemed necessary by them, or whenever they shall be required to call one by an application signed by twenty members.

ART. 9.—Amendments or additions to these articles may be made by this Association at the annual meeting, or at a public meeting of the Association summoned by one month's public notice of the intention to change the same, and such alterations must be adopted by two-thirds of the members present, there being at least twenty-one members present.

On motion, it was resolved, that Peter S. Duponceau, John Vaughan, Roberts Vaux, Edward Coleman, Nathan Dunn, John Miller, Jun., Thomas Astley, Dr Wm Gibson, Dr Caspar Morris, William Y. Birch, Alfred Elwyn, and J. Francis Fisher, be a committee to receive subscriptions and donations to the funds of the Institution.

*Resolved*, That the committee who prepared the Report be authorized to call the contributors together to elect the officers of the Institution as soon as they deem the same advisable.

*Ordered*, That the proceedings of this meeting be published.

PETER S. DUPONCEAU, *Chairman*.

JOHN VAUGHAN, *Secretary*.

At a meeting of the Contributors of the Pennsylvania Institution for the Instruction of the Blind, held at the Philosophical Hall on Tuesday, 5th March, the following persons were elected,—

# OFFICERS OF THE INSTITUTION.

## PATRON.

GOVERNOR OF THE STATE.

## PRESIDENT.

RIGHT REV. WILLIAM WHITE, D.D.

## VICE-PRESIDENTS.

P. S. DUPONCEAU,  
ROBERTS VAUX,

WILLIAM Y. BIRCH,  
EDWARD COLEMAN.

*Treasurer.* John Vaughan.

*Corresponding Secretary.* Joshua F. Fisher.

*Recording Secretary.* Jacob Snider, Jun.

*Consulting Physician.* Philip S. Physick, M.D.

*Visiting Physicians.* { William Gibson, M.D.  
Caspar Morris, M.D.

## MANAGERS.

Nathan Dunn,  
Joshua Lippincott,  
J. K. Mitchell, M.D.,  
Thomas Astley,  
Richard Price,  
Alfred Elwyn,

John A. Brown,  
Robert Maxwell,  
A. D. Bache,  
C. D. Meigs, M.D.,  
B. W. Richards,  
John Miller, Jun.

[FROM THE UNITED STATES' GAZETTE.]

## EXHIBITION OF THE BLIND,

*At the Musical Fund Hall, Nov. 21, 1833.*

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AT an early hour on the evening of the above day, we attended at the place appointed for this novel and interesting spectacle, to witness a display of mental and physical powers, which greatly exceeded the most sanguine expectations of the very large and highly respectable audience assembled on the occasion. On our entrance, we were forcibly struck with the tasteful display of various articles, made by the Blind Pupils, the effect of which was heightened by the judicious arrangement of causing the company to enter at the south end of the room. Our gratification was increased, at seeing the rapid succession in which groupes of expecting and surprised visitors arrived, and who disposed themselves in compact order, till the room was completely filled, by at least fifteen hundred persons.

A general expression of satisfaction pervaded the whole assembly, at the display of workmanship on the stage; but this feeling gave place to a deeper one of sympathetic sorrow, at the entrance of Mr. Friedlander, with his blind pupils. It is impossible to convey an adequate idea of the impression made by their apparently forlorn and desolate situation. An attempt was made to greet them in the usual mode, by clapping; but this was smothered by the warm gush of other feelings than those of mere satisfaction or hearty welcome.—The mute eloquence of the fair portion of the audience, was sympathetic; and we should trust, was found acceptable to that Being, whose care is over all, and who is alike invisible to the seeing and the blind.

On the right and left of the stage in front, were erected narrow strips, about 10 feet long, one above the other, to the height of about 20 feet from the floor; on these were hung guard chains, many of which are made of gold and silver braid, interwoven with silk braids of various colours, and descending in



festoons from the top of the perpendicular strip in the centre, to the ends of the horizontal strips. Beneath these festoons were arranged lamp-stands and straw table-mats, of various patterns, made by the female pupils; and the bannisters of both sides of the stage were hung with small baskets, the whole entwined with fringe of different colours, such is as used for the lamp-stands, &c. The organ, on the rear of the stage, was also tastefully decorated with baskets of different shapes and sizes. The frame on the left was surmounted by a lady's green silk calash, the work of Sarah Marsh, a most interesting girl, who subsequently astonished us by her correct execution on the Piano Forte, and in which she exhibited a knowledge of the keys or scales in Music, seldom to be met with in clearsighted persons of much longer practice. Behind the Piano Forte, on the left, were placed on easels or stands, maps of the world and United States—on which the rivers, and boundaries of countries and states, chief cities, towns, &c. are made tangible, by perforating the outlines from behind: this method, we understand, is preferred by the principal, to any other, as it presents all the advantages to the *blind*, which the *seeing* possess—it being only requisite to perforate any place on the map, and name it to the pupil, which fixes it permanently in his mind.

Further on, were two boards with tangible characters, one containing the complete gamut or scale of natural notes in Music, arranged for bass, tenor and treble, and beneath which is an exact representation of the key-board of the Piano Forte, with guides of direction leading up to each note in the staves above: this is, we believe, something quite new, and admirably adapted for the instruction of the clearsighted as well as the blind. The other board contains the Time-table and all the signs and marks in music, in general use: the arrangement on this board is also unique, presenting in a small space, the most comprehensive view of all the signs and different times, that we ever saw. Near these, stood two black boards, for writing on; and various other articles for aiding in instruction, distributed on the other parts of the stage. We had no conception that so much had been done in so short a time, considering, that nine months ago, the Institution was not in existence.

The Exhibition commenced, by their playing the music, and afterwards singing the following beautiful Hymn, both original, and written for the occasion:

1. O, THOU great and gracious Being,  
To all creatures ever kind!



Source of vision to the seeing,  
 Friend and Father of the Blind !

2. Joys of sight ! they are denied us :  
 Let thy holy will be done !  
 In our blindness thou wilt guide us,  
 Thou, O God, our Light, our Sun !
3. Through the sounds that fall and linger  
 On the eager, list'ning ear ;  
 Through the quick-discerning finger,  
 Bidding darkness disappear ;
4. Thro' the friends whom thou has given,  
 And whose hearts thy love controls,  
 Thou art pouring down from Heaven,  
 Learning's light upon our souls.
5. Now, no ills our hearts shall sadden,  
 They shall know no painful fears ;  
 Though our eyes no sun-beams gladden,  
 They shall stream no more with tears.

They were at first disconcerted ; perhaps at the idea of such a large assemblage of persons then witnessing their performances. However, as they proceeded, they gained confidence, and more than realized all expectations of what they are able to do, if properly educated, and their minds directed from their unfortunate situation.

Next followed exercises in a knowledge of the *Alphabet*.—Mr. Friedlander led his youngest pupil, Wm. Hatz, to the front of the stage, and handed him several letters of the alphabet, cut in relief, on blocks, of which he evinced a ready knowledge. Another pupil, J. B. Martindale, only 15 days in the Institution, exhibited his knowledge of the letters, by placing them on a board, and spelling short sentences. They then proceeded to reading from tangible letters, executed by the pupils themselves, with *pin types*, which are small pieces of wood, about two inches long, and three-eighths of an inch square. On the lower end, (resting in the box placed at the pupil's right hand) is the shape of the letter reversed, formed of steel points, and on one side of the block is cut in relief, the form of the letter ; so that when he passes his hand along a row of them in the box, he readily finds any letter he may want, which he trans-

fers to a small rack, closed down over a board covered with cloth. Under this rack, and on top of the cloth, is placed a sheet of paper, through which the pupil presses the points of the pin types; and in this manner he transfers his ideas to paper, which then become palpable to the seeing, as well as to the touch of the blind.

Specimens of this printing were handed about to the company; and it was pleasing to witness the impatience of ardent curiosity in those whose situations were remote from the gentlemen who handed them around. We were then not only gratified, but indeed, astonished, to witness the facility with which one of the pupils (we believe Wm. Graham) wrote with chalk, a large portion of the Lord's Prayer, on one of the black boards. This was indeed wonderful; and evinced, that great patience and perseverance must have been employed on the part of Mr. Friedlander, to produce such a gratifying and important result. Sarah Marsh, Abm. Marsh, and Henry Beavers, also gave us some beautiful specimens of their writing in like manner on the board.

The musical instruments were now seized, with an avidity that convinced us, the pupils take uncommon pleasure in their use. They performed the original music, and then sung the following hymn, in a style that exalted them greatly in our opinion:

1. Blessings on thee! gracious Lord!  
     Ev'ry child shall bless thy name,  
     For each kind and gentle word,  
     When to thee, the children came.
2. Happy child! upon whose head,  
     As he sate upon thy knee,  
     Thy kind hand was softly laid,  
     Blessing him paternally!
3. Hark! that voice is rais'd in prayer,  
     Which could still the tempest wild;  
     Lo! that mighty hand is there,  
     Laid in blessing on a child!

This hymn, (which is also original and written for their use,) was received with every proper demonstration of delight; and this impression was not in the least weakened by their musical performances afterwards. Our surprise and pleasure was much

increased, by the exercises in *Arithmetic*, (which followed) mentally and with tangible figures on blocks, by all the pupils, except Martindale, viz. Wm. Hatz, Geo. Lafferty, Mary Mallet, Sarah Marsh, The. Myers, Beniah Parvin, Henry Beavers, Abm. Marsh, Jos. Hough, and Wm. Graham. We were amazed at the rapid mental operations of several of the pupils; particularly in the multiplication of millions, thousands and hundreds, in less time than we could do it by the common mode; and many difficult questions, proposed by some of the audience, were answered with great rapidity by the pupils, indiscriminately.

These exercises were succeeded by the performance of the following hymn, by all the pupils.

1. Father of mercies ! in thy word,  
     What endless glory shines !  
 For ever be thy name ador'd,  
     For these celestial lines !
2. O, may these heav'nly pages be  
     My ever dear delight;  
 And still new beauties may I see,  
     And still increasing light.
3. Divine Instructor, gracious Lord,  
     Be thou for ever near:  
 Teach me to love thy sacred word,  
     And view my Saviour there.

But, whatever may have been the satisfaction or delight produced, both were much increased by an examination of all the pupils in *Geography*, illustrated with maps of the Globe and United States. Several of them exhibited a confident promptness in their answers, which would at any time reflect credit on older clearsighted pupils. We must particularly notice Abm. Marsh, who really seems to be a second Malte Brun, in embryo, judging from the unhesitating manner in which he answered a string of rapid interrogatories, respecting towns, cities, boundaries of states, courses of rivers, &c.

Much of the detail and mode of operation, in spelling and writing was, of necessity, very slow; and, if done by seeing persons, would have excited impatience and fatigue in the audience. But, so great was the interest felt, that nothing of the kind was exhibited.

We come now to speak of the *Musical Exercises*, which commenced with an examination of several in Notation, the Time-table, musical signs, etc. Next followed a Lesson, by Wm. Graham and Abm. Marsh, on the Piano Forte; then, exercises in different keys or scales, on the same instrument, by Sarah Marsh, and of which we have already spoken in terms of commendation. These were succeeded by a Lesson, played by Sarah and Abm. Marsh, on the Piano Forte. It was evident, that the admiration of the audience increased, as the pupils advanced with this part of the exhibition; but our rapture was loud and unbounded, when we saw an orchestra of *young, blind musicians*, arranged with Parvin as leader, next Beavers and Myers, all three with violins; then Marsh, with his Flute, next Hough, with his grave, and sober toned violoncello; and last, though not least, Graham, with his favorite horn, from which he poured forth occasionally a succession of tones, so managed, as to elicit expressions of admiration from critics in musical performances. Their execution of “*Di tanti palpiti*,” would certainly do credit to much older musicians, playing from copy by sight. The “*Swiss Boy*,” with variations, performed by the whole orchestra, and assisted by Sarah Marsh, (who presided at the Piano Forte,) was uncommonly fine, and its repetition called for, and heartily applauded. But the applause elicited by this piece, was increased, on the accurate and repeated execution of the “*Alpine Melody*.”—Their style of execution, generally, reflects great credit on Mr. Friedlander, for his assiduity and care; and also, on Mr. Schmitz, for his voluntary instruction, and untiring patience, in aiding Mr. F. to promote the improvement of his pupils in their favorite art.

The exercises lasted three hours, and concluded with the following hymn, played and sung with much accuracy and spirit:

Saviour ! source of ev'ry blessing,  
 Tune my heart to grateful lays;  
 Streams of mercy, never ceasing,  
 Call for ceaseless songs of praise.

Previous to the exercises, Mr. Friedlander made a few observations, explaining the causes that operated to produce his “*Address to the Public*,” in the printed form, delivered as the audience assembled, instead of reciting it, as first intended. He also, solicited indulgence, for any grammatical or other errors which it might contain; and which were unavoidable, from the haste with which it was printed, and his imperfect acquaintance

with the English language. Of this Address, we cannot speak too warmly, for the pure philanthropy, and correct views it contains, of the condition and education of the Blind.

To conclude, in the language of Mr. Friedlander's address: "A benign Providence, which has vouchsafed to extend its blessings over all the various institutions for the education of blind children, in so many different States, will also prosper this infant Institution of Pennsylvania."—Want of room alone prevents us from making any further extracts; but we cordially recommend its attentive perusal, to all who feel interested in the promotion of the present laudable undertaking.



[FROM POULSON'S AMERICAN DAILY ADVERTISER.]

## EXHIBITION AND SALE

Of various articles, manufactured by the Pupils of the

### PENNSYLVANIA INSTITUTION

FOR THE INSTRUCTION OF THE BLIND:

Held at the Masonic Hall, December 2, 1833.

WE stepped in, shortly after the commencement of the above exhibition, and, in common with many others, whom we met there, were most agreeably surprised at the very elegant display of neatly made articles. We say *neat*, because such work would do no discredit to clear-sighted persons, for the same length of practice or opportunities of instruction. It was a gratifying sight also, to behold a portion of the beauty and fashion of the city, displaying their taste and attention in the examination of the humble and unobtrusive labors of the Blind.

In the centre of the room, on a long table, were arranged lamp stands in pairs, straw table mats, guard chains, &c., and elevated on milliners' stands, a lady's green silk calash, and a child's frock and apron, all three the work of one of the female pupils. Opposite to this table, against the wall, was extended a long frame, covered with white muslin; on this screen were tastefully displayed a variety of patterns of lamp stands, and



guard chains in festoons, some of the latter composed of gold and silver, and silk braid, of various rich and well selected colours, executed in a superior style of elegance and beauty. At the lower edge and around this screen and its supports, wreaths of worsted fringe (such as is used for the lamp stands) were gracefully entwined. At the feet of the frame, and around the room on the floor, as well as on two large hat stands, were displayed a number of different sized baskets, all handsomely shaped and substantially made.

A general expression of amazement was exhibited by all the visitors, at the quantity as well as quality of the articles before them, when they considered the short time employed by the pupils in receiving instruction.

We understand, that those articles which were sold, (and which form a large portion of the whole) in general, brought good prices, and sufficiently marked the liberality of the purchasers. Had longer notice been given, or the time of exhibition and sale prolonged for one or two days, we have no doubt but the whole would have been disposed of at equally satisfactory prices. On the whole, there is no reason to complain; as the Institution is only in its infancy, and of course, its object and resources are but little known, or imperfectly understood; many persons believing that this has grown out of, and is in part supported by the bequest of the late JAMES WILLS. Each is independent of the other, and for different purposes; the one being designed for an *asylum* or *hospital* for the indigent *lame* and *blind*, and the other for a *school* or seminary for mental and physical improvement in *young blind* persons only, and which is exclusively supported by private munificence and annual contributions.

We take this opportunity to mention, that during Mr. Clay's late visit to our city, he was invited, in conjunction with senator White, of Tennessee, and accompanied by several gentlemen of this city, attended a private examination of the pupils at the Institution. The display of mental cultivation and physical skill was such, as elicited expressions of warm approbation from those distinguished visitors, who retired with acknowledgements of the deep conviction of the utility and importance of communicating proper instruction, and consequent happiness to those persons who are the objects of so much solicitude and care.—And we cannot refrain from repeating an emphatic expression of Mr. Clay's,—“Go ON, AND PROSPER!”

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AN

**ADDRESS TO THE PUBLIC,**

AT THE

**FIRST EXHIBITION OF THE PUPILS**

OF THE

**PENNSYLVANIA INSTITUTION**

FOR

**THE INSTRUCTION OF THE BLIND,**

AT THE MUSICAL FUND HALL,

**THURSDAY EVENING, NOVEMBER 21, 1833.**



BY J. R. FRIEDLANDER.



SECOND EDITION, REVISED AND CORRECTED.

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Philadelphia.

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1833.



## TO THE PUBLIC.

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I VENTURE, although not without hesitation, to address you upon a subject which has for many years met in Europe with that consideration, which, from its magnitude it so richly deserves, and which of late has also attracted public attention in this country.

It is the intrinsic value of this subject only that could embolden me to address you in a language not my own; and I beg you will bear this in mind, excusing any defect in my composition.

I have been looking forward with delight to this day, on which I am enabled to give you some proofs of the acquisitions of my blind pupils. Allow me, at the same time, to communicate some particulars concerning the education of the blind, which I doubt not will make you desirous of embellishing your philanthropic city with a permanent institute for their education, similar to those noble monuments of true humanity which private munificence, assisted by legislative aid, has already erected in two of the large and flourishing cities of the United States.

There are instances of blind persons, who, vanquishing by their own innate vigour the great outward obstacle under which they laboured, have acquired by indefatigable industry and exercise, knowledge and powers, which, considering their situation, created wonder and astonishment.

The possibility of instructing the blind rendered evident by such instances, led to the establishment of proper institutes, intended to withdraw the blind from that mental and bodily inactivity in which they were, and thus, by rendering their situation more supportable, to convert them as far as possible into useful members of society.

Those best acquainted with such institutes for the blind will be convinced, that through them both these purposes are attainable in a manner satisfactory to every one who considers the great difficulties which have to be overcome; and the philanthropist will contemplate with delight, and bless such growing institutions, which alleviate one of the greatest of human miseries.

Anxious to render myself here also useful, to the best of my

abilities, to those most wretched of all men, the blind, I left my native home. After a short stay in Philadelphia, I partially obtained my object—a number of genuine benefactors of mankind having, by a very laudible activity, furnished me with the means of opening my institute for a temporary trial.

On the 27th of March last, I began my instruction with four pupils, whose number has since increased to eleven. The circumstance of their having entered at different periods rendered their instruction more difficult, as I was obliged to teach them every thing myself, and as their dispositions vary with their respective ages.

The procuring of the necessary apparatus also consumed much of my time, as I had brought nothing with me from Europe, but was obliged to have made here what I did not make myself.\* Thus situated, I had hitherto no opportunity of arranging systematically the various objects which I purposed to teach; but I preferred, until I should be able to do so, to occupy my pupils in such a manner as to sharpen their sense of touch, the only substitute for their want of sight, and thus to be able to show to you by a reference to the short period of my labours, what may, after a lapse of several years, by exercising that sense, be expected from the blind.

I beg leave to repeat, that I had to pass over several very material objects of instruction, which, however, being more or less objects of memory, are more easily and in less time acquired by the blind than those in which I shall have the honour to examine them before you.

The objects of instruction have been:

1. Knowledge of the letters of the alphabet.
2. Spelling and reading print or writing, both in large and small tangible characters.
3. Writing on slates, or with lead pencils on paper.
4. Printing with tangible letters connected with orthography.
5. Ciphering, mentally, as well as with tangible figures.
6. Geography, the planispheres, and the map of the United States.

7. Exercises in the knowledge of things by touch and sound. For this purpose I make use of a collection of various fruits and seeds, as well as of a collection of coins.

8. Music, according to the general system of musical notes, the first principles of which in every part were taught theoretically and practically, as likewise singing, and even several instruments—such as the piano, (the basis of music for all my pupils,) the violin, violoncello, flute, and horn.

\* Some of the machines in use in this institution were made by C. Edler and H. Pomer; the piano, and the leading machine for it, was bought of Mr. Feuring.

9. Manual labour; in which, however, not much has yet been done, partly for want of room, but principally because no proper teachers of the various employments could hitherto be procured. However, there have been made a quantity of guard-chains, a number of baskets, some table-mats of straw, straw plaiting and fringes.

All this has been brought about within the space of a few months, and evidently demonstrates how susceptible the blind are of acquiring useful occupations which may contribute to their support; nay, it can even, be proved, that blind people may learn many branches with greater facility than those who can see. Ought we not, therefore, to make it our zealous duty to deliver our poor forsaken blind fellow creature at least from his mental darkness, since he has to pass all his life under the pressure of his physical affliction? To him, not only the bright dawn of the rising morn remains concealed for ever, not only an impenetrable veil conceals from him the beauties of nature, so interesting to every mind, but his eyes never behold the mother's tender look, the smiling joyful countenance of a father, or a friend. The very senses which the blind enjoys fill his mind with anxiety and pain. Language of an affectionate and friendly nature, addressed to him, awakens a desire, never to be satisfied, to see the person face to face from whom this consolatory language proceeds, and unable to obtain his desire, bitterness mixes in the cup of joy, so sparingly measured out to him. But this is not the only circumstance which distresses him; could but the voice of affection always reach his ears, he would soon find his destiny supportable in the accord of love, for what is real cordial love not able to effect? But his helpless situation occasions an uneasiness painful to the quietude of his mind, even on the part of those who feel true affection towards him—his parents and relatives. Inadvertence, ill-humour, even tender love itself, frequently utter pity or displeasure at the helpless situation of such a child. Commiseration in his presence only excites pain in his mind; but an expression of displeasure produces a retirement within himself, which, in progress of time, excites an ill temper that is likely to grow into hatred of his fellow men. To this pernicious influence every blind person is more or less exposed, even when he is so fortunate as to be a member of a wealthy and well educated family. But imagine a blind child among the poorer classes of society, and among these they are the most numerous. There, left to his wretched fate, he sits secluded for days, vainly endeavouring to reconcile to himself the various expressions of those around him, or to comprehend whatever strikes his ear from surround-



ing objects. Under such painful circumstances the force of his imagination either leads to a train of false conclusions, or produces a total apathy from the tediousness of his existence. Meanwhile he endeavours to amuse himself by various gestures, his countenance exhibiting evidences of sickness from the want of regular exercise. He hears but too often the lamentations of his parents, relations, or those who have the care of him, on account of his helpless situation; he is exposed too frequently to ridicule, and is often neglected from the mistaken love of his parents, even in the formation of a regular gait, or in the prosecution of any occupation. He hears the name of God without receiving any consolatory instruction about his existence; nay, when he does hear of the goodness and mercy of an all-bounteous and almighty God, the horrible thought may arise in his mind—"I alone am abandoned by this merciful Father of mankind, and shall find no end to my misery but in the grave!" Imagine to yourselves the deficiencies of character that must necessarily result in such a situation, from want of education, and of proper management; and which cannot but mislead persons in the formation of a harsh, yet, apparently, just judgment! Imagine all this, and add what to mention would be painful to a tender mind, and then behold the parents of such a child—the dying father, the dying mother, about to sink into the grave with the painful thought that they leave their wretched child in a situation still more neglected and miserable than whilst they lived, and you will have an outline, far from being exaggerated, of the painful state of such a being. If such a child, whose sensibility is awakened by the conversations of those around him, and in whose mind many a desire is excited but never gratified—if such a child remain in this situation, and yet depending for support upon others, how much more miserable must he feel when grown up to a state of manhood, and conscious of his natural capacities, he finds himself compelled to pass his whole life in sorrow? What a keen sense of his misfortune must such a person have, whenever, as will sometimes happen to the blind, as well as to those who are blessed with sight, moments occur in which his heart expands with nobler feelings, feelings which his intellectual faculties approve, but the cultivation of which he believes, from his sightless state, to be limited? The greater part of such unfortunate beings become morose and malicious, despairing of God and man; they are inclined to sensuality and revenge, and have recourse to what they may conceive to afford them some compensation for the loss of the enjoyment of a whole life! I know, myself, an instance of this kind, but cannot think of it without horror. Neither pecuniary assistance, nor other acts of benevolence,



will suffice to meet the wretchedness of this class of our fellow mortals; the only way is to afford the blind an education adapted to their peculiar situation. It is by this means alone that they can acquire that mental cultivation which will elevate them above their misery, and occupy their minds by beneficent activity. In this manner alone can they obtain the means which will enable them to employ their time advantageously—to illumine, by mental and physical activity, the night of their life, and step into the ranks of their more fortunate brethren. Imagine a blind child among men, who are intent upon awakening its mental faculties and developing them according to nature, where means are used to supply the sense which is wanting—where every one has the consideration to treat him as if he could see, reminding him as little as possible of his blindness; where by attention and information, and instruction in mechanical operations under activity and occupation, his hours pass away without leaving indications of melancholy about the want of sight; and observe, without prejudice, the progress which even minds moderately gifted will make in the development of their mental and physical faculties—in the acquirement of intellectual and mechanical knowledge, and the internal satisfaction and serenity of mind originating from such knowledge,—his bodily strength daily increasing as well as his skillfulness, and objections raised against the education of the blind and their faculties will be forgotten, and animated with joy you will feel happy in the presence of the merry and grateful, though blind child, and willingly disregarding any deficiency to which his education may still be subject, you will participate in his happiness. If the work of education is thus finished in the course of the number of years allowed for their instruction, and if it has been of such a nature as to impress their minds with principles of morality, combined with a deep sense of religion, with scientific knowledge and skill in manual work, they will consider themselves as able and useful members of society, proving, through the course of their whole lives, that it is proper education alone which, more than any other acts of benevolence, can convert their state of misery into a state of comparative happiness, and which therefore deserves most to be recommended. It is one of the strongest proofs of the humanity of our age, that, reflecting seriously and truly upon the helpless situation of the blind, men no longer content themselves with merely alleviating the misery of these poor beings by tendering them alms, or confining them within hospitals, or, what is still worse, leaving them to their wretched state, affording them little or no assistance, but that they endeavour to render them happy and contented by mental and physical education.

That noble philanthropist, the late Abbé Haüy, it is well known, erected in Paris, the first institute for the education of the blind in the year 1784, and although his correct views concerning this interesting subject are satisfactorily apparent in the success of that institution, yet his great principle, "il faut autant que possible rapprocher les aveugles aux clair-voyans" has hitherto been little understood, or not at all. As far as my experience in this matter extends, I am fully convinced of its great importance. Every teacher of the blind would facilitate the system of instruction materially, and thus render the cultivation of this class more general, did he make a proper application of this principle.

The object of every institution for the education of the blind, ought to be to cultivate the minds of its pupils in such a manner, that on leaving the institution they may be able to conform as much as possible, to the manners of the seeing, and thus in their intercourse with them, to feel themselves less dependent and consequently more happy.

Whether this be practicable, the progress hitherto made by my pupils, and what may be expected from daily practice, must determine. But why, it may be asked, has hitherto no general system been adopted for the education of the blind? The fact is, the institutions for their education in England differ from the greater part of those on the continent of Europe.

The difficulty and novelty of the subject, may indeed excuse the difference between the several systems. The means of instruction are yet to be perfected more or less, and the many attempts to that effect are principally the cause of the various views and numerous efforts to accomplish so favourable a result; which, however, in my opinion, can never be realized so long as we deviate from the principle of the illustrious Haüy, which directs, that when teaching the blind, we ought to arrange for their sense of feeling every thing in such a manner, that by it, they may receive what the seeing receive through the keen sense of sight. For mental instruction in particular, it appears very difficult to point out a system that will answer our purpose; but I cannot perceive why in the existing establishments they should not generally use the letters of our alphabet, which the blind can easily learn, and even though they may be more difficult to acquire than other simple marks taken at random, yet we should consider that the blind person's sense of touch will thereby be more sharpened, a great object not to be kept out of view.

But another great advantage will arise therefrom, namely, books printed with such letters for the use of the blind will also be understood by the seeing, and have, therefore, not the appearance of hieroglyphics. For instance, you would not be

able to read a book printed in Edinburgh for the use of the blind, without previously learning the marks, substituted therein for our alphabet; however, as I observed before, I deem it proper that such marks be chosen for tangible print, as may be readily acquired, as is done at the Institute for the blind in Paris, as well as in that of Vienna, and those in other parts of Europe.

Experience teaches that this system is more useful and more to the purpose than any other.

It may be objected, indeed, that the blind will never be able to read books printed for the seeing; neither will the latter ever make use of the books printed for the former; and therefore, that a similarity of letters in books for the seeing and those for the blind, is quite superfluous. That a difference in the alphabet is necessary in order to introduce abbreviations, by which books in tangible print will be neither so costly nor so bulky. Besides, tangible letters may also be much simplified, and the marks for our whole alphabet reduced to one half; for, several letters together, may be expressed by one mark, which by different positions may obtain different significations. It might indeed be supposed, that by such alterations very much must be gained, but it is not so. These alterations render instruction only so much the more difficult, and it remains at the same time grammatically imperfect. Abbreviations form at least but imperfect orthographists; and another mode which has been proposed to use, cornered letters, or simple dots, would yield no advantage at all. On the contrary, it would render reading more difficult, for the same number of marks for words would be required, as the spelling of the word requires; and as only one mark is used for several letters distinguished by its position, the blind has to undergo a double intellectual process, first finding out the distance, and then the position, to know the name of the letter. Such a hieroglyphical book would neither satisfy by its appearance nor its size. Upon strict examination therefore, the first mode, that of abbreviations, would appear by far the better means, by which to satisfy the wish to print books less costly, and less bulky: however, therein also, the many attempts which have been made to carry on this plan, have left the blind reader so deficient in spelling, that disregarding the trifling advantage of having cheaper and less bulky books, recourse was again had to the complete system of the immortal Haüy. This cannot but become in time, the system generally acknowledged and prevalent in the instruction of the blind.

Permit me to explain rapidly the advantages which render an adherence to this system desirable. The basis of a scientific cultivation of the mind, is knowledge of our vernacular language. The better acquainted we become with the rules



of its grammar, the more correctly we learn to read, to write, and to communicate our own thoughts to others. Therefore, if we have grammars in tangible characters for the use of the blind, written in the same manner as if intended for those who can see, you will readily perceive that the blind person will derive from them the same advantages as his happier fellow creatures, the seeing; and consequently the blind, well instructed in his native tongue, and even in foreign languages, will be able to communicate the knowledge acquired therein, not only to his brethren, labouring under the same deprivation with himself, but even to those who are blessed with sight. Well acquainted with all the marks prescribed in grammar, there is no obstacle that can prevent him from teaching others, what he has learned himself. Yet leaving out of view the new field of more extensive acquisition thus opening before him, his becoming a teacher to those who can see—imagine to yourselves the contentment he must feel, conscious that what he reads is also intelligible to us: he opens his book, runs with his fingers over the lines, while the person who can see follows him with his eyes, and their mutual communications remain always intelligible, for the subject on which they treat has been learned by both, in all its parts, upon the same principles. From this it is evident that it cannot be difficult for a blind person to instruct even a seeing child in reading, for the pupil will without difficulty recollect the tangible letters, his blind teacher shows him, by their form, when seeing them again in books printed in the usual way. When we contemplate blind people thus spending their time, perhaps instructing their own family, the thought is so elevating to every feeling heart, that we ought not narrowly to compute either time or expense, should these be obstacles to the attainment of the most perfect possible mental cultivation of the blind.

Further, the ill appearance of a book in tangible print, cannot possibly require an alteration of the whole alphabet, because we should thus lose the main object; on the contrary, we have to consider this as an inconvenience, gradually to be removed, and I trust the time will come, when books for the blind can be printed in more perfect letter press, at less expense, and of a more convenient size.

A warm friend of my institute is actively engaged in this matter, and seems to have already partially succeeded; for his print for this purpose requires but half the usual quantity of paper.

What an essential advantage the retaining of our letters will afford to the blind, for instance, in teaching the art of writing, demands hardly any explanation, yet I beg leave to mention one other important evidence of it.

Would you not suppose that if a child, who after a number of years, having already learned to read and to write, were to lose his sight, or even a person in mature age becoming blind would, from the touch, learn the letters of the alphabet, known to him from recollection, much easier than a system entirely new?

There is, however, in these proofs only superficially stated, irrefutable truth, and I am convinced that whenever more extensive experience, and a better insight into the ideas of the immortal Haüy, relative to the instruction of the blind, shall prevail, his system will be every where introduced. Upon this plan I have hitherto, and I trust, always successfully operated, and even the short period of my efforts in Philadelphia, will, I flatter myself, prove that this system is readily applicable to the blind, and that you will as readily acknowledge its inestimable value as I am prepared to defend it.

The talents of my pupils you will estimate yourselves, after the examination now to take place, but permit me previously to acquaint you with their names, the time when they came to me, and their prior situations.

SARAH MARSH, of Philadelphia, sixteen years of age, became blind in her seventh year; had no previous instruction whatever, sewing excepted, and was admitted into my institute, on the 25th March last.

ABRAHAM MARSH, of Philadelphia, her brother, fourteen years old, was born blind of one eye, and the visual power of the other was such, that he could never see any but large objects, when in 1831, through a fall, he became totally blind. He came to the institute with his sister, on the 25th March last. His first instruction I gave him about the end of last November, and continued it for about three weeks.

THEODORE MYERS, of Philadelphia, nine years old, became blind fifteen days after his birth; had no instruction until admitted into my institution on the 25th March last.

JOSEPH HOUGH, of Doylestown, Pa. nineteen years of age, became blind two months after birth. In his twelfth year, Dr. Gibson performed an operation upon him, which threw some light into his eyes, but he is only able to distinguish very large objects. His conversation shows, that he has had some superficial mental cultivation, acquired by having heard others read to him.

MARY ANN MALLET, of the Northern Liberties, Philadelphia county, 13 years old, was afflicted three days after she was born, with an inflammation in her eyes, and became totally blind before she was one year old. She had no previous instruction, and was admitted into this institution on the 29th April last.



**WILLIAM GRAHAM**, of Southwark, Philadelphia, 15 years old, lost when 3 years of age, one eye by the whooping cough, and about 3 years later the other. He was taught reading before his last misfortune, but has since had no occupation whatever, and was admitted into this institute on the 29th April last.

**GEORGE LAFFERTY**, of Passyunk township, Philadelphia county, 12 years old. An inflammation of his eyes three days after he was born, terminated after the lapse of seven weeks, in total blindness. He had no education whatever, and was admitted into this institute on the 7th May last.

**WILLIAM HATZ**, of Lancaster, Penn. seven years old, lost his eye sight through inflammation of the eyes, a few days after his birth. He was admitted into this institute on the 3d June last, without any previous instruction.

**BENIAH PARVIN**, of Newcastle, Delaware, nineteen years of age, became quite blind, when nine months old, in consequence of ophthalmia. He attended a Sunday-school for several years, and learned the violin merely from hearing. He came to me on the 16th July last.

**HENRY BEAVERS**, of Greensburgh, Penn. fifteen years old, as he himself says, became blind 18 months after he was born; learned by his ear to play some pieces on the violin, otherwise he had no instruction whatever; on the contrary, being in the habit of strolling about with his fiddle, and a small hand organ from place to place, he came to Philadelphia on the 10th June last, without any mental cultivation, and was admitted a pupil into this institution on the 10th August following.

**JOHN BROWNLEE MARTINDALE**, of Charleston, S. C. 19 years old, by an inflammation of the eyes, became totally blind eight days after his birth. He went since his fifteenth year, for some time to school, and acquired there some superficial knowledge, merely from hearing. He became a pupil of this institution the 6th of this month.

Among the eleven pupils there are six endowed with remarkable intellectual faculties, three with good ones, and as regards the remaining two, the developement of their minds is still to be expected. Among this small number of scholars the proportion of particular talents may even be greater than in a much more numerous school, blessed with all their senses, where often from want of talent, or want of diligence, you will find scarcely one-third part, particularly distinguished. The reason of this may be, that a child who enjoys all his senses, hears, and sees, from his infancy, much which insensibly enters his mind whereby he cultivates it, we may say in a playful manner, and without exerting much pains and diligence; whereas on the other hand, the blind child grows up without receiving intelligible ideas of what he hears, and being

deprived of sight, has not even that natural chance of cultivation, which the very sight of the various objects affords to the most common child, blessed with the use of his eyes. But this advantage, which he who enjoys all his senses, has over the blind, resembles more a benefit gained in playing, and is therefore, less estimated, than what is obtained by assiduity and exertion, which considered properly, has therefore a greater value. Children to whom every thing is taught in a playful manner, generally never learn the value of what is acquired by diligence, and carelessness and superficial knowledge are the consequences of it. In the instruction of the blind, we proceed from the most simple things, and make no advance until they are perfect in the ideas previously imparted to them, and therefore no longer subject to erroneous impressions. As soon as this is the case, instruction gradually advances, until with talented children it attains a scientific height. Whenever, therefore, the blind does once know a thing, he knows it more accurately, and particularly in all its parts, than many of those who can see, to whom often a slight glance appears sufficient to acquire a thing. He who enjoys all his senses, depends too much upon his sight as the principal sense; whereas, the blind examines the same object, we might say, with four senses.

I am convinced that instruction, as it takes place with the blind, is also applicable, successfully, because of its simplicity and solidity, to most of the branches in the education of such as can see. It is generally taken for granted, that the strong memory by which most blind people are distinguished, arises from their not having any thing to divide their attention—but this view is not quite correct. The least noise, the slightest motion, will make him attentive; and as he wishes to know the cause, he withdraws his attention from the object before his mind. But because the blind has not the customary means of recollection, writing, and the perusal of books, and as we may consider the eye of the seeing a book always open for remembrance and instruction, of which the blind is deprived, necessity compels the latter to apply, with the utmost care and exertion, the only means that remain open to him for the acquirement of mental knowledge,—that is, his memory. It is his strenuous exertion that gives to his memory that admirable strength; yet he who can see has the same means at his disposal, and he may, as experience frequently teaches, by close application, make as great, nay greater progress therein, than the blind.

The most difficult point in the education of the blind, is to overcome their awkwardness, and to wean them from their strange motions, giving them also an idea of the most common things, and in general exciting them to higher mental activity.

If the blind has once been brought so far as to move his body in a more becoming manner, and if he has through language and touch, acquired proper ideas of the objects that come before him, he will find himself gradually more comfortable in his new situation. The mental reception of things hitherto strange or dark to him, excites his fancy, which is already very lively; his soul awakens daily more to activity, and affords him gradually such a delight to learn, and to know more, that he spares no pains for the attainment of his desire; nay, he can find no pleasure but in constant mental and physical occupation. A new world opens within him, occupying him so much as to prevent him from taking or finding pleasure in reflecting upon the state of his blindness; yet whenever his desire to learn and to know more has reached this degree, nothing should be left undone to satisfy and keep it active. For this very reason, relaxation from his studies would be no recreation, and therefore his time should always be filled up with proper occupations. It is this desire of the blind for knowledge and occupation alone which aids him in all objects of science and manual labour, without his enjoying any advantage over him who can see; because, in the latter, the same impulse, the same diligence may be excited, and lead to results surpassing those that can possibly be expected from the blind. Although the blind by learning manual labour should not be brought so far as to render themselves useful, still the circumstance of their being withdrawn by education from a state of mere animal existence, and being translated into a new spiritual world, affording them abundant matter to enable them to pass through the dark night of their existence, ought to recommend their education most urgently.

Whenever I think of the former state of my eleven pupils, and contemplate the great change that has taken place with them, so intent upon learning, so merry and contented, it affords me joy indeed. Yet this is also the greatest satisfaction, the fairest recompense, for much trouble and anxiety, which the care for the spiritual and physical welfare of such poor beings has frequently occasioned. I have already mentioned, that their education engages the chief attention of the greater part of such pupils, and that they feel daily more happy in proportion to the extent of their knowledge. It is for this reason that the institutes for the education of the blind should be so calculated as to reach this object, and that those who direct them should not be content with merely having inculcated into the more talented pupils the first principles of knowledge. Far from it! The cultivation of the talented pupil ought gradually to raise him into a higher state of existence, into the sanctuary of the muses, in whose halls a Homer, an Ossian, a Milton, a



Pfeffel, a Schoenberger, a Saunderson, a Dulon, and a Paradies occupy their illustrious stations, and which should not remain closed for the blind of our days.

Benevolence, every where active, will generously extend her hand to this institute, and will aid me in my best wishes, however inadequate my strength. I improve this opportunity of tendering my sincere thanks to Miss Nicholls for the great attention she bestows in superintending the household concerns of my institute. My heartfelt gratitude to Mr. Adolph Schmitz for the successful musical instruction of my pupils, for nearly five months, and for the great interest he takes in their progress. I beg leave to express to this estimable countryman of mine, on behalf of myself and my grateful pupils, my most cordial acknowledgment.

A benign Providence, which has vouchsafed to extend its blessings over all the various institutions for the education of blind children, in so many different states, will also prosper this infant institution of Pennsylvania. To you all, who by word or deed have aided in this noble work, and contributed to its furtherance, I beg leave to tender, in the name of my blamelessly unfortunate pupils, my most cordial thanks.

J. R. F.





# STATEMENT

OF THE NUMBER OF BLIND PERSONS IN THE  
STATE OF PENNSYLVANIA:

From the United States Census of 1830,  
in the following counties, viz.

	<i>Persons.</i>		<i>Persons.</i>
<i>Adams,</i>	7	<i>brought up,</i>	238
<i>Allegheny,</i>	21	<i>Lehigh,</i>	3
<i>Armstrong,</i>	10	<i>Luzerne,</i>	8
<i>Beaver,</i>	8	<i>Lycoming,</i>	3
<i>Bedford,</i>	8	<i>Lebanon,</i>	9
<i>Berks,</i>	24	<i>Mercer,</i>	16
<i>Butler,</i>	3	<i>Mifflin,</i>	7
<i>Bradford,</i>	3	<i>M'Kean,</i>	1
<i>Bucks,</i>	8	<i>Montgomery,</i>	14
<i>Cambria,</i>	3	<i>Northampton,</i>	13
<i>Centre,</i>	2	<i>Northumberland,</i>	4
<i>Chester,</i>	27	<i>Philadelphia city</i>	25
<i>Clearfield,</i>	2	<i>Ditto county,</i>	32
<i>Columbia,</i>	10	<i>Perry,</i>	2
<i>Crawford,</i>	1	<i>Potter,</i>	1
<i>Cumberland,</i>	3	<i>Schuylkill,</i>	5
<i>Delaware,</i>	6	<i>Susquehanna,</i>	6
<i>Dauphin,</i>	14	<i>Somerset,</i>	9
<i>Erie,</i>	5	<i>Tioga,</i>	3
<i>Franklin,</i>	9	<i>Union,</i>	8
<i>Fayette,</i>	23	<i>Venango,</i>	2
<i>Greene,</i>	12	<i>Washington,</i>	19
<i>Huntingdon,</i>	6	<i>Warren,</i>	3
<i>Indiana,</i>	2	<i>Westmoreland,</i>	15
<i>Jefferson,</i>	1	<i>Wayne,</i>	1
<i>Lancaster,</i>	20	<i>York,</i>	28
<i>carried up</i>	238		475
		<i>Coloured persons,</i>	28
		<i>Total,</i>	503

*From enquiries made in Pennsylvania and Massachusetts, there is reason to believe, that the number is considerably greater than stated in the Census.*

